

Standard 6-5 The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

6-5.4 Identify the key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther. (H)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

This is the first time students have been taught about the key figures of the Renaissance and the Reformation.

In Global Studies, students will compare the impact of the Renaissance and the Reformation on life in Europe, including changes in the status of women, the revolution in art and architecture, the causes and effects of divisions in religious affiliation, and the presence of social oppression and conflict (GS-3.1).

It is essential for students to know that the Renaissance brought dramatic changes in virtually all areas of artistic and intellectual expression. Because of this, **Leonardo da Vinci** (painter of “The Mona Lisa,” sculptor, architect, inventor and mathematician) is considered the classic example of a “Renaissance man.” Only da Vinci is considered greater than another multi-talented icon of the Renaissance, **Michelangelo**, who painted the Sistine Chapel in St. Peter’s Cathedral and sculpted *David* and *The Pieta*, among many others. It is essential for students to understand that the ideas of the Renaissance and the Reformation spread as quickly and as completely as they did as a direct result of the invention of a movable type printing press by the German inventor **Johannes Gutenberg**. Because of this literacy, intellectual debate became more commonplace among the masses. Students should recognize that most of the first books printed were copies of the Bible and other religious writings, an indication of the importance of Christianity during this era. Students should understand that there were several factors which led to Reformation, including abuses in the Catholic Church, the ability of the common man to read the Bible for himself (or hear it in his native language), and the introduction of humanist thought. **Martin Luther** was the first person to successfully challenge the Church and its practices, thereby touching off a groundswell of popular opinion to support him: the Protestant Reformation. There should be a recognition that the monk, Luther, intended to reform what he saw as corrupt practices within the Roman Catholic Church (hence his posting of the 95 Theses), not to abolish or dismantle the Church. Among Luther’s most important ideas was the belief that salvation could **not** be earned by a person’s doing of good deeds, but instead was given by God, a concept called grace. Luther also felt that believers could communicate directly with God through prayer and reading the *Bible* which could now be printed for the masses. Students should understand that it was **John Calvin** who expanded Luther’s initial intent of bringing reforms to the Church, working instead to rally believers to reject Catholicism altogether in favor of a new branch of Protestantism which came to be known as Calvinism. The early American Protestants, such as the Puritans, Huguenots and Presbyterians, promoted the rejection of the Catholic Church and its teachings.

It is not essential for students to know all of the works of any Renaissance artist or the details of Luther's or Calvin's lives before the Reformation. Students do not have to know the hierarchy of the Catholic Church or the structure of Protestant denominations (especially Lutheran or Calvinist).

Assessment guidelines: The indicator calls for students to identify key figures and their contributions. It would be appropriate to use assessments that call for associations among the persons listed and their works or with the movements themselves. The verb "identify" does not call for sustained higher level cognition but it would be appropriate to have students **summarize** the contributions of these men or to **describe** their importance to these movements. It would also be acceptable to have students **interpret** the accomplishments of these persons to determine what made them "key" to the Renaissance/Reformation period.